A PRACTICAL 12-PAGE WORKBOOK

Learning Without Power

A parent-guided plan for keeping a gentle learning rhythm when electricity or internet is unavailable. Safety, food, water, sleep and emotional support come before completing schoolwork.

Understand the choice → **Make your own plan** → **Practice and revise**

What you will finish

A defined goal, two completed planning sheets, an evidence log, a short action list and a dated review. Begin with the worked example, then replace assumptions with information from your own household.

Inside this guide

02 Worked example & chart

03 Core guidance & decisions

05 Your planning worksheets

07 Inventory, action and progress logs

10 Practice, notes and references

Print at actual size on US Letter. For form fields, open the interactive edition in a compatible PDF reader and save a copy with a new name. Blank worksheets do not automatically calculate totals.



Keep a useful offline copy

Make the next step clear for the person who needs it.

02 / UNDERSTAND THE RESULT

See a completed example

A fictional family tries a thirty-minute offline learning block: ten minutes reading together, ten minutes of a practical math activity and ten minutes of drawing or discussion. They adjust the plan around the learner's needs and the emergency, rather than forcing a normal school day.



example minutes | Fictional worked example; not a prediction or safety score.

What the numbers mean

This is an adaptable example, not an age-based requirement. Safety, care, accessibility and rest take priority.

Check before using the example

- ☐ The people, period and units match the question.
- ☐ The example assumptions are separate from my own facts.
- ☐ Unknowns remain visible until they are checked.

What changes for my household?

03 / CORE GUIDANCE

Make the first decisions

Prepare a small offline packet

Keep age-appropriate books, paper, pencils, printed instructions and needed accessibility tools. Download or print essential course materials before an outage when permitted. Keep answer keys and private learner records separate.

Use a short flexible routine

Try an optional 20-minute reading session, a short math activity and a conversation or writing task, with breaks and movement. Younger learners may need shorter sessions. Adjust to stress, disability, available light and the caregiver’s capacity.

Name the need → **Check the evidence** → **Record a decision**

Learner / grade or level / support needs - first decision

What evidence do I need before continuing?

04 / CORE GUIDANCE

Turn the decision into action

Choose low-resource lessons

Read and retell a story; estimate and measure household objects; calculate a pantry total; keep a weather observation journal from a safe location. Use ordinary safe objects. Avoid experiments involving flame, unsafe water, electricity or tools without appropriate supervision.

Keep evidence without pressure

Record the date, activity, work sample and next step. A parent can review understanding through discussion rather than a timed test. An outage worksheet does not award credits, certify attendance compliance or replace school requirements.

- ☐ I can explain the plan to the person who will use it.
- ☐ I know which instruction or qualified source to consult.
- ☐ I have recorded a next action instead of guessing.

One thing to verify / source / person to ask

05 / COMPLETE THIS WORKSHEET

Your plan: the starting facts

Use specific quantities, dates and locations where relevant. Write "not checked" when you do not know. Keep private details in a protected copy.

Learner / grade or level / support needs

Books / printed packet / supply location

Communication and accessibility supports

Short reading activity / adult support

Short math activity / materials

Rest / movement / family check-in plan

06 / COMPLETE THIS WORKSHEET

Your plan: the working details

Use the same units when comparing a target with what you have. Keep changes traceable: note the reason and the date.

Date / activity / duration if useful

Work sample / discussion notes

What the learner understood

What was difficult / support offered

Next small step / caregiver

School contact / restart plan

07 / KEEP THE PLAN CURRENT

Evidence & observation log

Use this log for items, measurements, contacts or observations relevant to this guide. A record without a date or source may need checking again.

Item / observation	Quantity / result / unit	Source / location	Checked / review date

What is still unknown, and how will I check it?

08 / CLOSE ONE USEFUL GAP

Next actions & priorities

Choose actions that address actual needs. Cost is only one factor: access, time, support and safe use can matter more. Do not delay urgent help to finish a form.

Action / gap	Owner / helper	Cost or resources	Due / status

The first action I will complete / why it matters

A backup if the first action is not possible

09 / VISUAL PROGRESS TRACKER

A four-week review rhythm

Week 1: check facts → **Weeks 2-3: act** → **Week 4: review**

The sequence is an organizing example, not an emergency deadline. Move urgent actions sooner. For growing projects, use crop and season guidance rather than assuming a harvest in four weeks.

Week / date	Action or observation	Evidence of change	Next adjustment

Plot a measure that is useful to this topic

Choose one unit and a scale. Mark your own four observations; leave the graph blank until you have real data.



Measure / unit / scale / dates

10 / A DISCUSSION EXERCISE

Practice without creating a hazard

Use the worked example on page 2 as a starting point. Change one ordinary condition: the usual helper is unavailable, an item is missing, a measurement changes or the first option cannot be used. Discuss the adjustment in a calm, age-appropriate setting.

A safe practice sequence

- ☐ Agree who is participating and what the exercise covers.
- ☐ Find the relevant instructions, supplies or records.
- ☐ Identify the first decision and an alternate option.
- ☐ Stop if anyone is distressed or a real hazard appears.

Changed condition / what we would do first

Who helps / what we must verify / where to find it

Finding / correction / owner / review date

11 / KEEP THE REASON WITH THE CHANGE

Notes & decision journal

Record why you changed the plan so that your next review starts with useful context. Do not put passwords, identification numbers or unnecessary medical details in shared copies.

Date / observation

Decision / reason

Question to ask / trusted source

Answer / evidence / checked date

What worked / what did not

Next review / people to tell

12 / CONTINUE WITH TRUSTED INFORMATION

References & using your files

Sources for further learning

Ready.gov family planning
https://www.ready.gov/plan

CDC school and caregiver preparedness
https://www.cdc.gov/children-and-school-preparedness/keeping-safe/index.html

Your two editions

Printable: vector text and graphics with room to write.
Interactive: real PDF text fields and checkboxes; no account or connection is required once downloaded. Answers are saved by your PDF reader, not sent to RallyPoint72. Use a reader that supports forms and verify your saved copy.
Editing: form fields are for your answers. Changing instructional text or page design requires a capable PDF editor; PDF apps differ. No automatic calculations or PDF scripts are included.

Original publication

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Use appropriate help

Follow official local instructions, product manuals and qualified professional guidance. This workbook does not replace emergency response, medical or veterinary care, technical inspection or child-safeguarding support. In immediate danger in the United States, call 911. Keep completed household records private.

- [ ] I saved a private copy and can reopen my answers.
- [ ] I printed or stored an offline version where appropriate.
- [ ] I dated the next review and told the relevant helper.